

# Global Citizenship Education IN GREECE

April 2020

## MigratED project and Global Citizenship Education

*MigratED, Migration and human rights enhanced through technology in education*, is a Global Citizenship Education Project financed by the Erasmus+ Program of the European Union. The aim is to make way and promote a counter-narrative that defends the importance and respect for **human rights, inclusion, intercultural dialogue and cooperation within educational settings**. Youth and education professionals in 5 countries are involved in trainings on these topics using **digital and multimedia collaborative tools**. Youth and the educational community are also involved in a digital awareness raising campaign for promoting good educational practices and fostering a sharing and welcoming culture in Italy, Portugal, Slovenia, Cyprus and Greece.

## Global Citizenship Education in Greece

Global Citizenship Education is not integrated in the official curriculum in primary, secondary or tertiary education. According to the latest report **"DEAR in Greece 2019: contexts and project observations"**:

*"There is no specific regulatory framework for global education in Greece, such as in the form of a single law, a strategy, or a national plan. Unlike in various other EU members states, there has been no standalone Global Education Strategy in Greece. It is also noteworthy that Greece lacks a multi-annual Development Cooperation Strategy which could incorporate a strategy for global education."*

ActionAid Hellas has been developing programs based on human rights values and global learning in constant collaboration and continuous interaction with teachers and schools throughout the country since 2000. Through these 20 years of experience, we can say that GCE has been supported by the Ministry of Education, however usually as part of the "Flexible Zone of Inter-Curricular and Creative Activities" (2 hours per week 1<sup>st</sup>-4<sup>th</sup> grade) or as separate actions and activities outside the curriculum as part of Environmental, Health and Cultural Education projects that are optional. Regarding the textbooks of the Greek National Curriculum, we can find many entry points within the curriculum to teach global issues. However, teachers are lacking confidence and appropriate training towards implementing GCE and non-formal education practices. In addition, teachers, especially in secondary education, focus on examinations and are constantly pressured to raise their students' academic levels<sup>2</sup>So it is up to each teacher's willingness to create time and find the ways to connect global learning with the curriculum subjects and to implement Global Citizenship Education initiatives.

CSOs and other institutions play an important role in supporting teachers in these efforts. They develop educational material and programs that, according to a specific circular of the Ministry of Education, can be used in the classrooms in public schools under the condition that they are approved by the Institute of Educational Policy (a scientific institution that supports the Ministry of Education). Usually, the Ministry of Education launches a public invitation every year in April, which is open until the end of June. The approval process is relatively long, which means that not all programs may be approved by September, i.e. the beginning of the school year, when teachers usually start planning their projects.

It is necessary to stress the extra barriers schools in remote islands and mountainous regions are facing. These schools are isolated, hence they have a greater need for trainings, while resources and high quality educational opportunities are scarce.

*"By 2030 we should ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development."*

**Sustainable Development Goal 4.7**



## Good practices



The Ministry of Education has established policies that recognize the importance of education for sustainable development and global citizenship values, leaving space to CSOs to work with educators within the formal education system in projects that promote GCE. Some of the main policies are the following:

- The establishment of a new Directorate within the Ministry of Education named “**Directorate of Support of Education for Sustainability Projects**” than promotes education for sustainability and supports the non-formal education projects mainly implemented by CSOs.
- The “**approval**” of CSO projects by the Institute of Educational Policy and the Ministry of Education.
- Platform 21+ that was launched by the **Institute of Educational Policy** in March 2020 and invites CSOs to submit GCE resources. The selected resources will be adapted and incorporated in the official curriculum in the school year 2020-21 within the new subjects that will be created for primary and junior high school under 4 thematic units, namely: Health, Environment, Global Citizenship, Entrepreneurship.
- The subject “**Contemporary Society: Citizen and Democracy**” that replaced “Political Education” during the school year 2018-2019 for high school students (2<sup>nd</sup> grade of Lyceum), which aims to promote active citizenship.

**Student Action Week by ActionAid Hellas:** Since 2004, ActionAid Hellas has been consistently coordinating Student Action Week, one of the largest student campaigns in Greece. This action invites young people from all over Greece to take a critical stance towards global reality and participate actively in actions that concern local and global issues. Migration, People with Disabilities and the Sustainable Development Goals are some of the topics it has focused on. Student Action Week enjoys great recognition amongst students and educators in Greek schools, providing them with a unique and inspiring opportunity to participate in a collective action with a common cause. Overall it has reached 406,300 participants. More than half of the schools participating have joined previous campaigns, while approximately 40% of these schools take part every year. It is worth mentioning that the majority of participating schools are located in rural areas.

**MigratED project:** 6 teachers from Greece attended an International Training of Trainers (ToT) in Bologna in January 2019. These teachers designed and implemented two national trainings where 54 teachers from secondary education and other, non-formal educational settings, participated. As a result, a network of teachers and schools was created, part of which gets involved in other actions of the project, such as media literacy workshops with the students and creation of participatory videos by students. This project has created space for educators to discuss and exchange ideas on issues that relate to Global Citizenship Education projects.

## RECOMMENDATIONS AND SUGGESTIONS THAT CAN PROMOTE GCE AND SDG 4.7 IN GREECE

- National Global Citizenship Education Strategy. We propose to the Ministry of Education (MoE) and to the Ministry of Foreign Affairs (MFA) to participate in **Global Education Network Europe (GENE)** and implement the Peer Reviews. Through this process there would first be a mapping of the current situation and ultimately the creation of a national GCE Strategy.
- Formulation of **policies** in institutional level for the effective promotion of SDG 4.7. It is recommended that **The Envision 4.7: Roadmap in support of SDG target 4.7** be adopted as a very inclusive framework for policies around GCE and SDG 4.7.
- Coordinators of Environmental Education should play a crucial role between schools and CSOs by organizing trainings and disseminating their resources.
- More opportunities to connect GCE in **Upper high school (ages 15-17)** curriculum for the academic exams. This could occur by linking GCE competencies with OECD PISA Global Competences Assessment.
- Institutionalization of cooperation among MoE and MoF and CSOs and Institutions that promote GCE. We propose the Signature of a Memorandum of Cooperation among MoE and Hellenic Platform for Development, which is the body that represents all the CSOs that are members of the Platform.
- MoE in collaboration with experts on GCE and CSOs should offer **teacher trainings** on SDG 4.7, Global Citizenship Education and non-formal activities and methodologies.
- **University Education:** Incorporate curriculum on Global Citizenship Education in initial teachers' trainings in Pedagogical Universities.

## Challenges and difficulties

- Definition of Global Citizenship Education. There is neither a commonly accepted definition nor a clear terminology and translation of GCE in Greek, since there is not a specific framework or a national strategy.
- Funding: non-existent national funding by official bodies such as the Ministry of Foreign Affairs (Hellenic Aid) or the Ministry of Education for GCE projects like there used to be until 2009.

## RESOURCES

**DEAR in Greece 2019: contexts and project observations** (Alecis Kelemenis DEAR Support Team for the European Commission October 2019).

**“Critical Global Learning in Greek Formal Education: views of primary school teachers”** Giannis Stefanos Eftymiou (A dissertation submitted to the University of Bristol in accordance with the requirements of the Degree of Master of Education in the Graduate School of Education) September 2015.



# migratED

MEDIA EDUCATION  
FOR HUMAN RIGHTS